

# Environmental Scan and Assessment of OERs, MOOCs and Libraries:

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# Environmental Scan and Assessment of OERs, MOOCs and Libraries:

Environmental Scan and Assessment of OERs, MOOCs and Libraries: Quality, Equity, and Sustainability

*Where possible, . . . libraries should engage in conversations around MOOCs and promote their core values. By doing so, they promote the continuing vitality of libraries as partners in the educational system. (Lynch, 2011, p. 10)*

*OER[s] . . . provide great opportunities for an increase in knowledge dissemination in accordance with the educational purpose of universities. It is vitally significant and essential for libraries, the main supporter of educational activities at universities with their informational resources, to participate directly in OER initiatives and revise their services and collections in the scope of OER. (Lynch, 2011, p. 100)*

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The first challenge is the lack of social interaction. In traditional classrooms, students can ask questions and receive immediate feedback. In MOOCs, this is often missing, leading to a sense of isolation.

Another challenge is the lack of structure. Many MOOCs do not have a set schedule or a clear path through the course, which can lead to students dropping out.

### **Challenges Faced by MOOCs**

The third challenge is the lack of accreditation. Many MOOCs are not recognized by universities or other educational institutions, which can make it difficult for students to use them for credit.

Finally, the cost of MOOCs can be a challenge. While many are free, some require a fee for a certificate or to access certain features.

### *Effectiveness*

The effectiveness of MOOCs is a topic of debate. Some studies suggest that MOOCs can be as effective as traditional classrooms, while others suggest they are less effective.

One of the main factors affecting effectiveness is the quality of the content. High-quality MOOCs with engaging content and interactive features tend to be more effective.

Another factor is the support provided. MOOCs that offer additional resources, such as discussion forums and peer review, can be more effective.

Finally, the motivation of the student is a key factor. MOOCs are often used by self-motivated learners, which can lead to higher completion rates.





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*Discovery and Use or Reuse of Existing OERs*

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### Preservation of OERs

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### Sustainability of OERs

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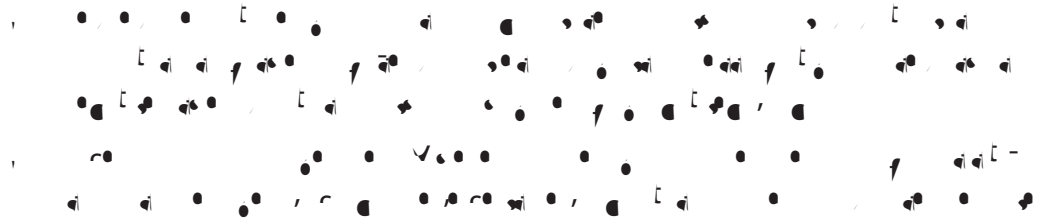


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•  $\int_{-\infty}^{\infty} \delta(x) dx = 1$  (area under the curve is 1, so the area under the curve from  $-\infty$  to  $\infty$  is 1, and the area under the curve from  $-\infty$  to  $\infty$  is 1).

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[Cape Town open education declaration: Unlocking the promise of open educational resources.](#) (2014). *InformationWeek*. [/401](#)

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Q #1

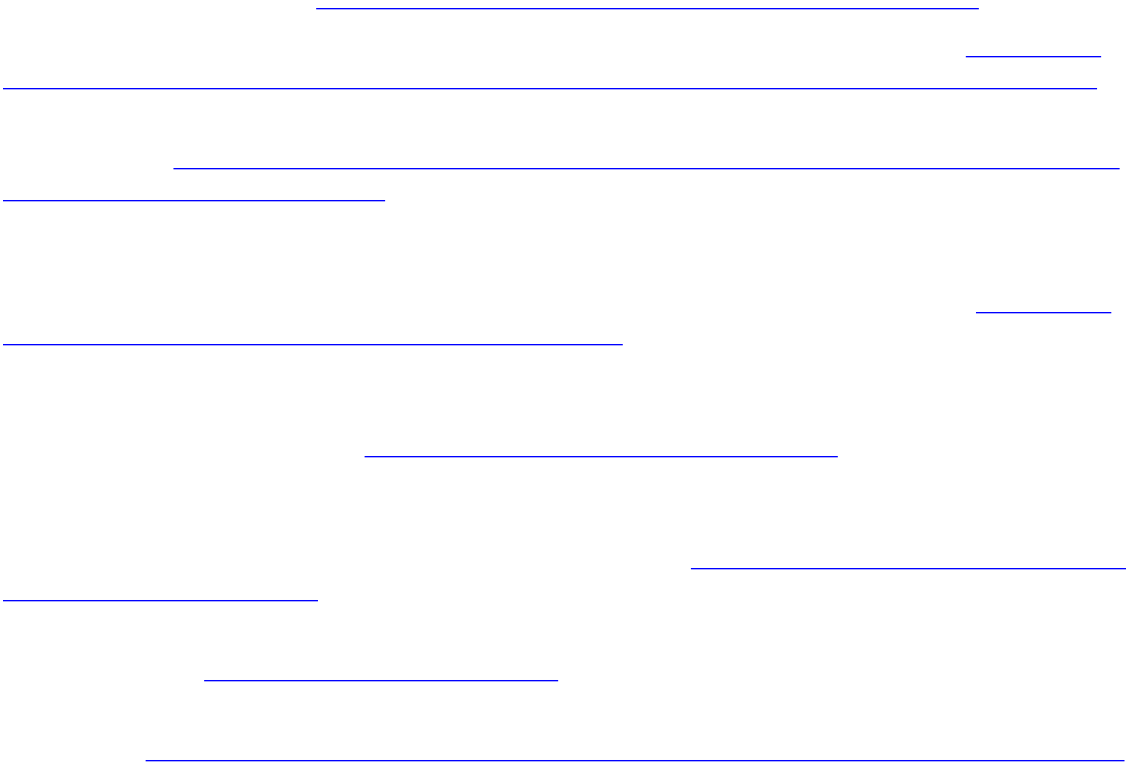
What campus leaders need to know about MOOCs

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InformationWeek

Blank lines for writing answers



Handwritten musical notation on a staff. The notation includes notes, rests, and dynamic markings. A blue horizontal line is drawn across the staff. The text "( 01 , 11)." is written above the staff. The text "Z" is written below the staff. The text "01 / 11/" is written below the staff. The text "-4/" is written below the staff.

A series of horizontal blue lines, likely representing a musical staff or a set of guidelines for writing. The lines are arranged in a staggered, descending pattern from top-left to bottom-right.

techPresident.

*First Monday*, 12(4).

*MOOCs and libraries: Massive opportunity or overwhelming challenge?*

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*On the sustainability of open educational resource initiatives in higher education.*

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*MOOCs and libraries: Massive opportunity or overwhelming challenge?*

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